

COLLEGE ACCESS AND SUCCESS ASSESSMENT (CASA)



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College-Going Culture and College Access Among African American Students

A Dream Deferred 2012

April 25, 2012

CASA Overview

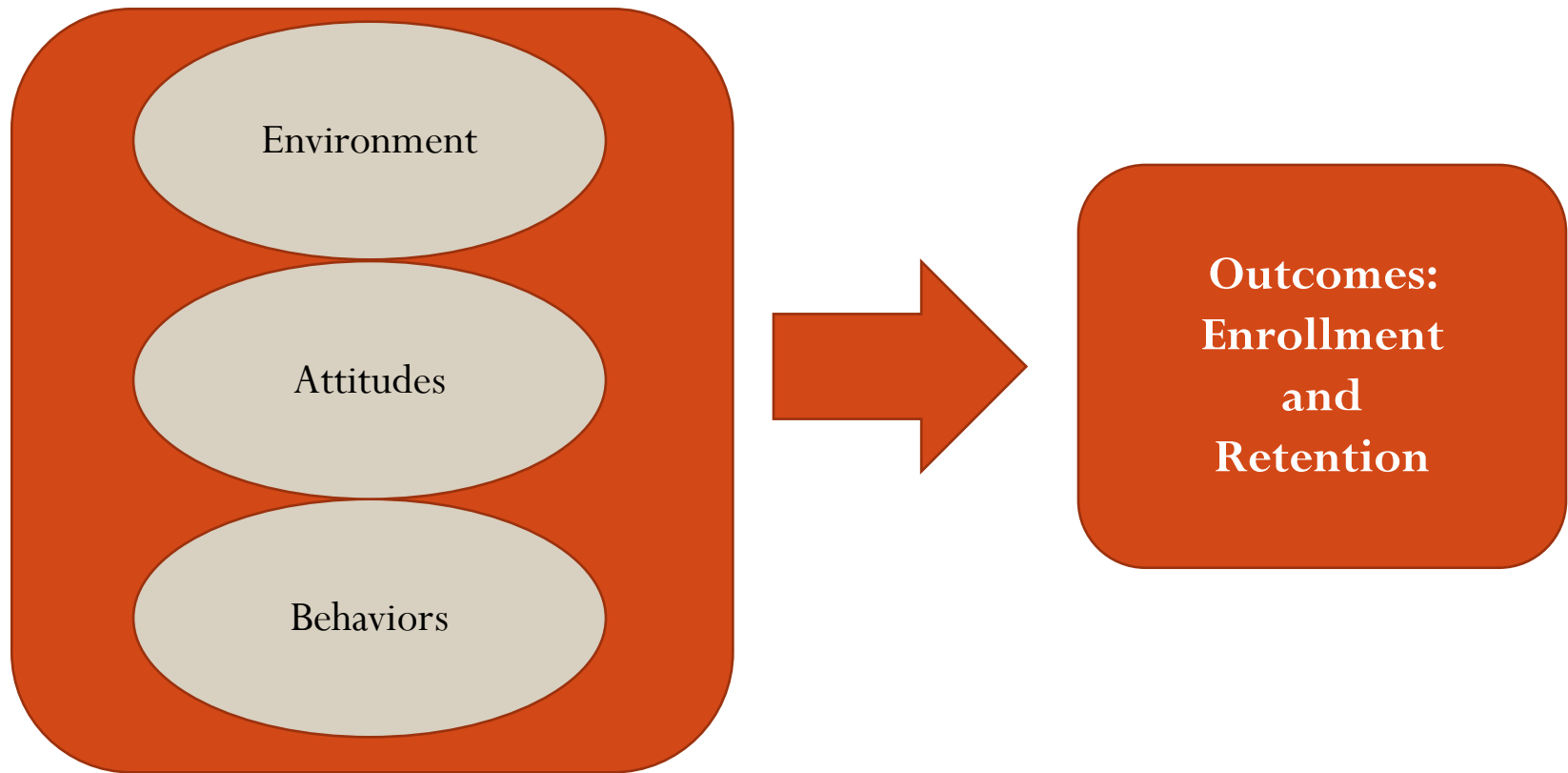
- Powerful diagnostic tool to assess a high school's college-going culture through an efficient 45-minute student survey
- College-going culture: High school environment that promotes postsecondary education for every student regardless of personal background
- CASA quantitatively measures three elements of a college-going culture:
 - 1) Environment
 - 2) Student attitudes
 - 3) Student behavior

CASA District/School Reports

- Identifies key areas for action for improvement in outcomes
- Snapshot of overall college-going culture and three key components of environment, attitudes, and behaviors
 - Disaggregation by race/ethnic groups and gender
- Predictions of actual enrollment and retention rates in college
- Comparison to peer schools

CASA Schematic

College-Going Culture



CASA Research

- Builds upon solid existing research that college-going culture within high schools is linked to actual college enrollment
- Adds new research that operationalizes high school variables that predict college enrollment
- Helps build strong college-going culture, which can foster these college outcomes for students:
 - Supportive school environment and high college expectations
 - Higher rates of admission to and enrollment in college, particularly four-year institutions

Influential School Characteristics for African American Students

- Culture of expectation (Freeman, 2005)
- Structured guidance and counseling programs (Allen et al., 2002; Freeman, 2005)
- Mentoring programs/Role models (Freeman, 2005)
- Linkages with colleges and universities (Freeman, 2005)
- Percentage of graduates in four-year colleges (Perna, 2000; Perna & Titus, 2006)

CASA Methodology

- CASA pilot administered in April 2010 at 8 high schools within two urban CA districts
- CASA student responses merged with Fall 2010 National Student Clearinghouse outcomes
- Descriptive analyses
- Factor analyses
 - Component and sub-component scores standardized and centered at a mean of 50
- Logistic regression of outcomes

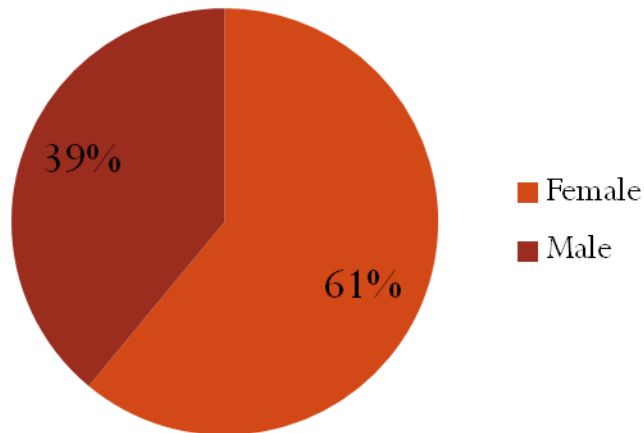
High School Characteristics

Characteristic	<u>District 1</u> (2 schools)	<u>District 2</u> (6 schools)
African American student representation	02 – 10%	10 – 26%
Total enrollment rate at any postsecondary institution	51-59%	61%
African American enrollment rates at any postsecondary institution	56%	63 – 80%
Total enrollment rate at four-year institutions	28-38%	40-60%
African American enrollment rate at four-year institutions	0 – 50%	10 – 60%

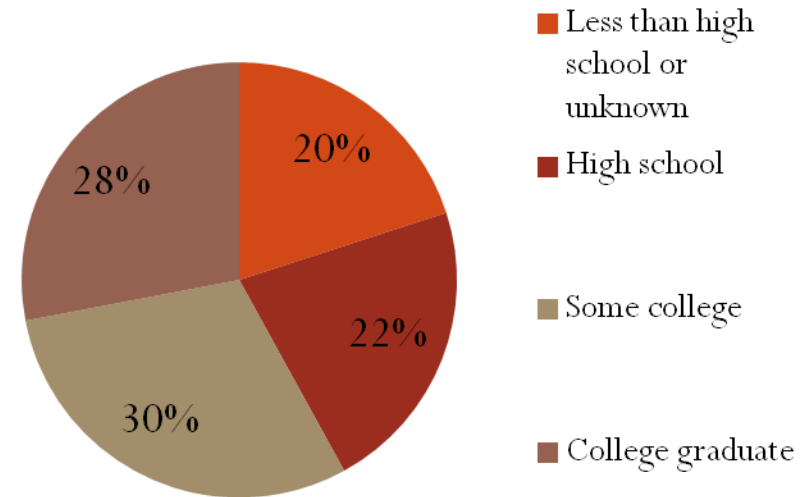
Student Characteristics

- 4,405 students fully completed survey
 - 565 African American students
 - Sample reduced to 416 for students with 2.0+ GPA

Gender



Parental Education



Limitations

- Relationship between components and outcomes
 - Environment
 - Attitudes
- Lack of attitudinal sub-components
- Missing NSC data
 - No enrollment status for 724 graduates from one of our district partners

Environmental Component

- Measures environmental factors that are necessary for a school to create a college-going culture through student perceptions

School Climate: African American and Other Students

Environment Item	African American	Other Race/Ethnicity
School Climate Sub-Component**	48.89	50.44
Teachers care about academic performance	3.78	3.87
Teachers believe all students can go to college**	3.51	3.77
Counselors care about academic performance	4.12	4.14
Counselors believe all students can go to college**	3.84	3.99

Component Scale: Standardized and rescaled to mean of 50
 Item Scale: Five point scale, Strongly Disagree to Strongly Agree

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School Climate: African American Students by Gender

Environment Item	Female	Male
School Climate Sub-Component	49.38	48.11
Teachers care about academic performance	3.83	3.70
Teachers believe all students can go to college	3.51	3.51
Counselors care about academic performance	4.17	4.05
Counselors believe all students can go to college	3.85	3.82

Component Scale: Standardized and rescaled to mean of 50
 Item Scale: Five point scale, Strongly Disagree to Strongly Agree

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Advising: African American and Other Students

Environment Item	African American	Other Race/Ethnicity
Advising Sub-Component*	51.41	50.26
Counselors explain educational requirements for career	3.67	3.64
Counselor explains which classes to take for college*	4.08	3.95
Counselors tell me to take classes for college	4.04	3.95
Counselor helps connect classes to life goals	3.62	3.54
Counselor discusses financial plans	3.68	3.58

Component Scale: Standardized and rescaled to mean of 50
 Item Scale: Five point scale, Strongly Disagree to Strongly Agree

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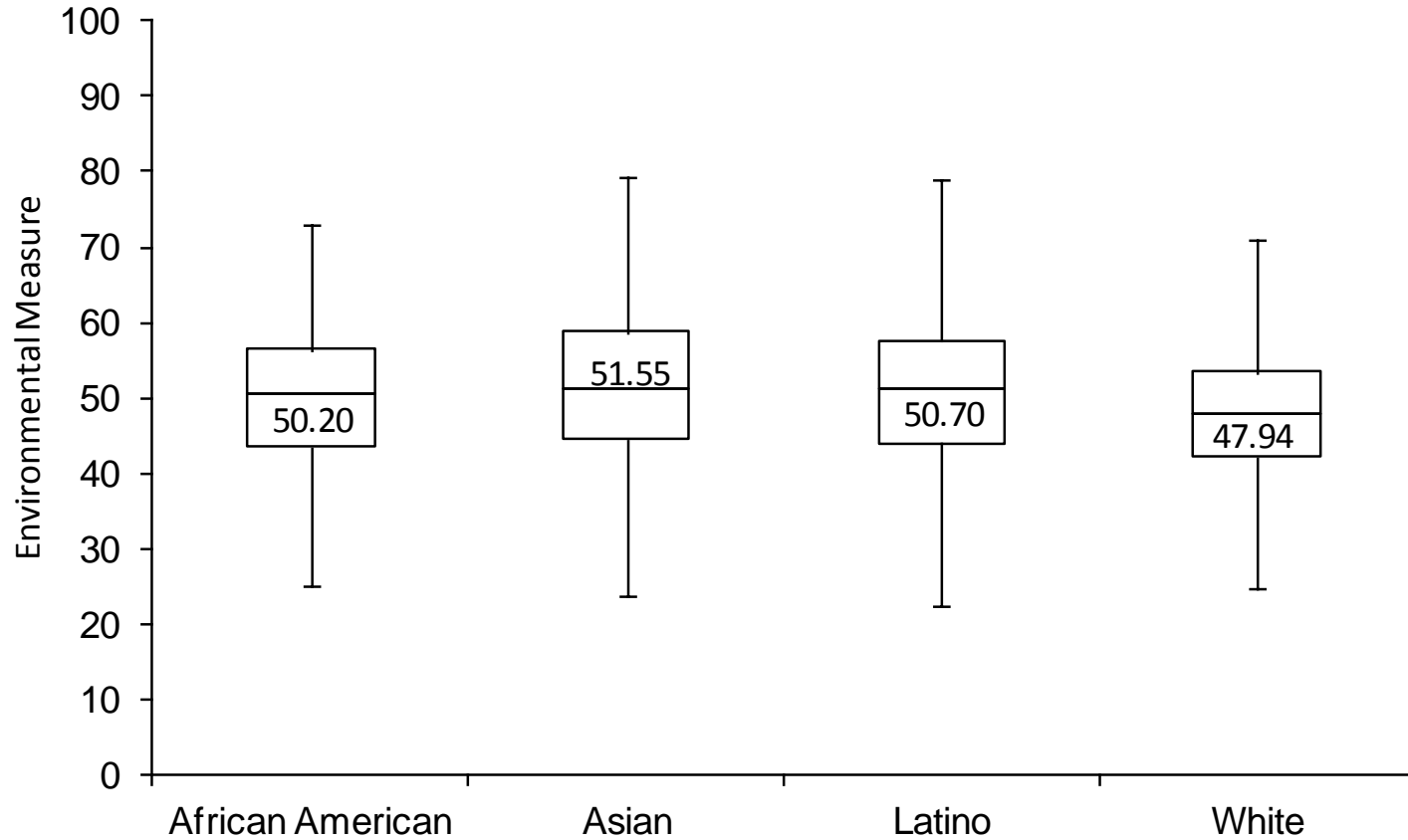
Student Support: African American Students by Gender

Environment Item	Female	Male
Student Support Sub-Component**	51.98	49.42
Help is available to complete FAFSA**	4.33	4.06
Teachers encourage college attendance	4.31	4.15
Counselors encourage college attendance	4.19	4.06
Teachers offer additional instruction (e.g. review sessions)	3.92	3.85

Component Scale: Standardized and rescaled to mean of 50
 Item Scale: Five point scale, Strongly Disagree to Strongly Agree

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 * p<.05

Environmental Component by Race/Ethnicity



Attitudinal Component

- Measures student attitudes most predictive of college attendance and success

Relationship Between Attitudes and College Enrollment

Attitude	Any Postsecondary Institution	Four-Year Institution
College degree is necessary to achieve my career goal	.15**	
It is not better to take easier classes in high school		.29**
Minimum high school requirements are not enough to prepare for college		.21**
I will be prepared for college when I graduate from high school	.13**	.14*
I need to apply for financial aid before I know which college I will attend		.18**
I will graduate from college within 6 years	.17**	.20**

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* p<.05

Attitudes: African American and Other Students

Attitude	African American	Other Race/Ethnicity
College degree is necessary to achieve my career goal	4.41	4.42
It is not better to take easier classes in high school	3.28	3.29
Minimum high school requirements are not enough to prepare for college*	3.23	3.10
I will be prepared for college when I graduate from high school	3.93	3.91
I need to apply for financial aid before I know which college I will attend	3.13	3.21
I will graduate from college within 6 years*	3.58	3.49

Item Scale: Five point scale, Strongly Disagree to Strongly Agree

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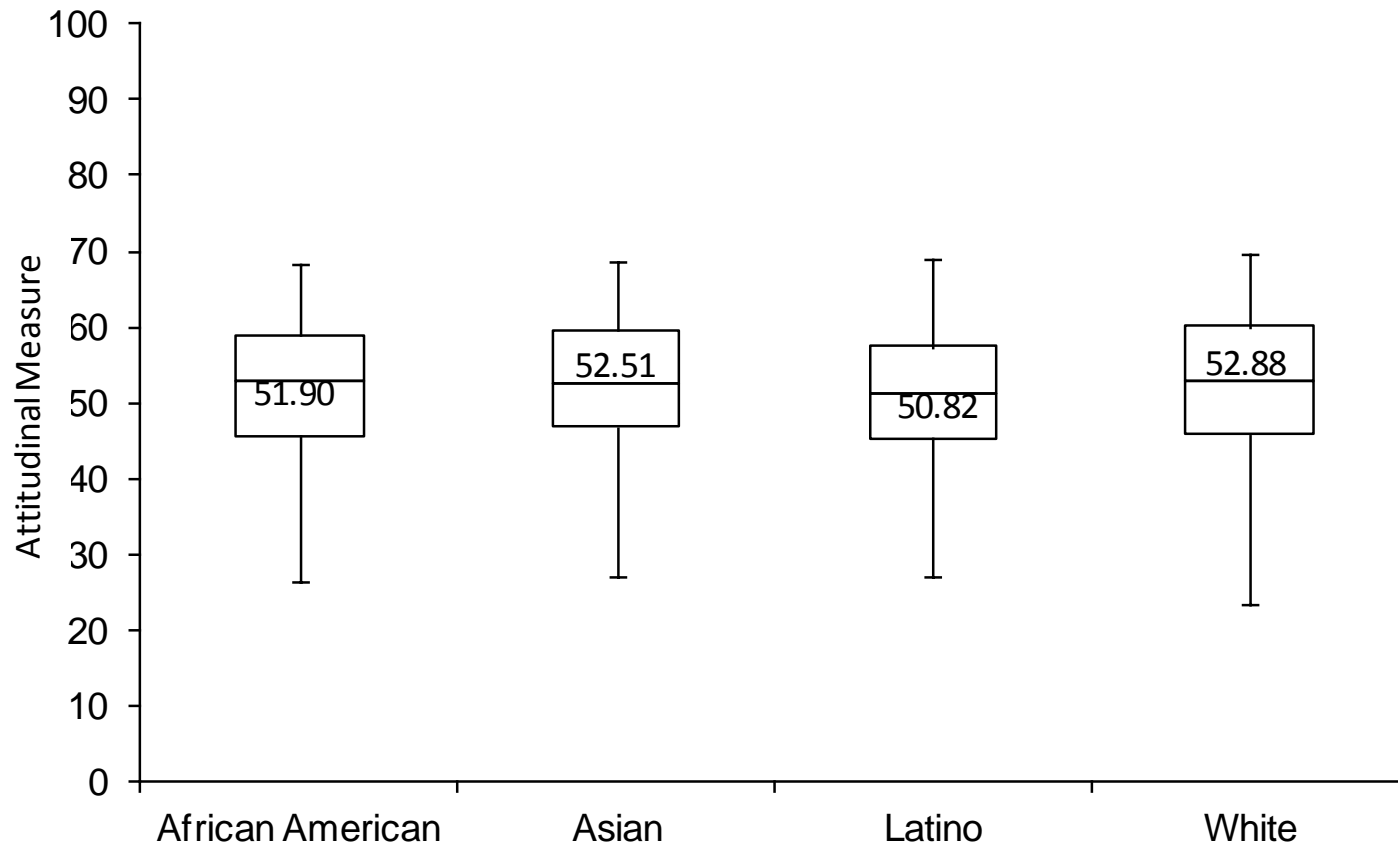
Attitudes: African American Students by Gender

Attitude	Female	Male
College degree is necessary to achieve my career goal**	4.54	4.24
It is not better to take easier classes in high school*	3.40	3.13
Minimum high school requirements are not enough to prepare for college	3.33	3.11
I will be prepared for college when I graduate from high school	3.97	3.87
I need to apply for financial aid before I know which college I will attend	3.19	3.06
I will graduate from college within 6 years*	3.77	3.34

Item Scale: Five point scale, Strongly Disagree to Strongly Agree

** p<.01
* p<.05

Attitudinal Component by Race/Ethnicity



Behavioral Component

- Measures student behaviors most predictive of college attendance and success

Relationship Between Behaviors and College Enrollment

Behavior	Any Postsecondary Institution	Four-Year Institution
I have written a personal statement for a college application	.19**	.30**
I have a college expense budget		.16**
I completed the FAFSA	.16**	.20**
More than 1 college application submitted		.24**
I participated in a test preparation program		.17**
More years of athletic involvement	.16**	.13*

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* p<.05

Behaviors: African American and Other Students

Behavior	African American	Other Race/Ethnicity
I have written a personal statement for a college application	47%	48%
I have a college expense budget*	29%	24%
I completed the FAFSA	65%	62%
More than 1 college application submitted**	50%	40%
I participated in a test preparation program	36%	35%
Average years of athletic involvement	2.7	2.3

Scale: Yes/No

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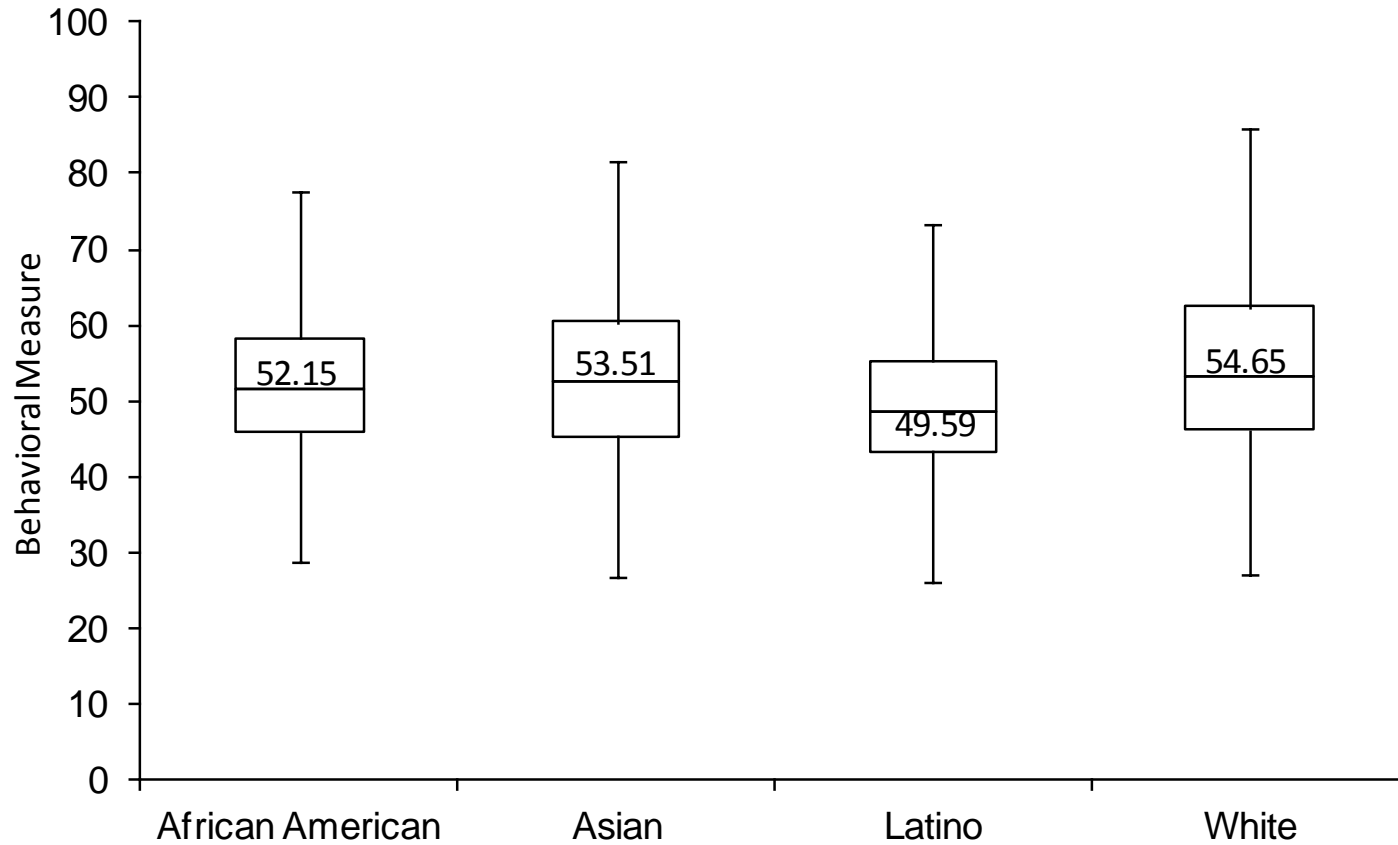
Behaviors: African American Students by Gender

Behavior	Female	Male
I have written a personal statement for a college application	48%	45%
I have a college expense budget	29%	30%
I completed the FAFSA**	69%	58%
More than 1 college application submitted**	54%	44%
I participated in a test preparation program	34%	39%
Average years of athletic involvement**	2.54	2.91

Scale: Yes/No

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* p<.05

Behavioral Component by Race/Ethnicity



Findings Summary

- Attitudes and behaviors strongly associated with college enrollment
- Differences in perceptions on environmental, attitudinal, and behavioral aspects of a college-going culture between African American students and other racial/ethnic peers
- Differences also observed between male and female African American students

Discussion

- Missing important factors?
 - Environment
 - Attitudes
 - Behavior
- How would you implement change based on the CASA reports?

Moving Forward with CASA

- Refinement of survey for April 2013 administration
- Partnering with public school districts in CA
- If your district is interested in CASA, please contact us at cerpp@usc.edu

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